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arrange them in a form adapted to the use of students. At the same time, Mr. Bowen's eminence as a scholar, thinker, and writer in this department, his long experience as a teacher, and his experimental use of the "Lectures" as a text-book, might have given the assurance, which he has fully verified, that so delicate an editorial task would be thoroughly, faithfully, and successfully performed. We cannot doubt that, if Sir William were still living, the volume would have his cordial IMPRIMATUR; and the students of our colleges are to be congratulated that the labors of the great master of metaphysical science are now rendered much more availing for their benefit than they were made, perhaps than they could have been made, by his own hand.

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13. — *Primary Object Lessons for a Graduated Course of Development. A Manual for Teachers and Parents, with Lessons for the proper Training of the Faculties of Children.* By N. A. CALKINS. New York: Harper and Brothers. 1861. 12mo. pp. 362.

THE two great errors in the prevalent methods of education have been the preponderance of words over ideas, and the neglect of the avenues of knowledge afforded by the organs of perception. Children have been made to charge the memory with words, phrases, and sentences to which they could attach no meaning, while the education of the senses and education through the senses have been alike unthought of. The consequence is, that the book-taught child not only has known less of common things than the wholly untaught, but has also been destitute of conceptions corresponding to the verbal lessons which have been studied with the utmost diligence. The imparting of the ideas rather than of the mere names of things, and the enlisting of all a child's faculties into the service of education, characterize the system of which Pestalozzi, though not the author, was doubtless the most efficient propagandist. The series of lessons now before us is designed to precede the study of books, to develop the child's power of observation, to cultivate habits of accurate perception, to aid reflection on what comes under the cognizance of the senses, and thus to lay the foundation for actual knowledge. Mr. Calkins has sketched the outline of what he deems to be three years' work for the parent or teacher, and we doubt whether the first three years of mental training could be more profitably passed than under some such directory as this. The lessons seem to us devised and arranged with a skill which can have been derived only from ample experience, and the volume bears the marks of authorship by one who has been a painstaking and successful educator.